Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: Luke Goes to Bat

Tic Tac Toe

Directions: After reading Luke Goes to Bat, choose **three** activities to complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

|  |  |  |
| --- | --- | --- |
| **Vocabulary/Spelling**  **Choose 5 vocabulary words. Find them in the glossary in the back of your reading book. Read the definition. Rewrite it in your own words. Draw a quick doodle picture to help you remember the word’s definition.** | **Vocabulary/Spelling**  **Write your spelling words on flash cards or small pieces of paper. Highlight or underline the Long “I” sound patterns. Arrange the spelling words in ABC order. Have a grown up check your work. Glue the words in ABC order to a piece of paper.** | **Vocabulary/Spelling**  **Create a tree map sorting spelling words by their patterns/sounds (Long i: igh, I, ie, y). Answer these questions at the bottom of the map. What sounds do you hear? What differences can you see in the spelling patterns? Which pattern had the most words?** |
| **GRAMMAR**  **Create a tree map with two branches.**  **One the left create a list of 5 verbs. On the second branch change the word by adding a prefix (un-, dis-, re-, etc.).**  **Ex: Verb(base word) prefix +verb**  **like dislike**  **work rework** | **GRAMMAR**  **Create 7 complete sentences using capitals and punctuation. Include one vocabulary word in each sentence. Underline the vocabulary words.** | **GRAMMAR**  **Reread Luke Goes to Bat. Choose 5 sentences from the story. Underline the main noun and circle the verb (action word) in each sentence. Notice how the verbs change to match the nouns. How are verbs change when a noun is singular or plural?** |
| **COMPREHENSION**  Read Jackie Robinson. Write a sentence to answer each questions. Who? Did what? When? Where? Why? | **COMPREHENSION**  Read p. 74-75 from your book. Draw and complete the sequencing map for Luke Goes to Bat. | **COMPREHENSION**  Read **Luke Goes to bat**. Choose one event from the story. Create a flow map with two boxes. Label the boxes cause and effect. Tell the event in the cause box. Tell what the effect of the event was in second box. |

**Vocabulary Words:**

*Practice, hurried, position roared, extra, curb, cheered, final,*

**Spelling Sound Words:**

**Night, kind, spy, child, light, find, right, high, wild, July, fry, sigh**

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**Super Second Grade**

**Lesson 17 Mission:**

**This week’s objectives:**

* Read grade level stories stressing words appropriately to show expression.
* Retell the stories in sequential order using your own words .
* Ask & answer questions about stories (Who, What, When, Where Why).
* After listening to or reading a story, explain how events in the stories are related to each other.
* Read, sort & spell words with long “I” patterns **(igh, i, ie, y).**
* Understand that when nouns are singular (only one) or plural (more than one) the verbs (action words) change to agree/match the noun. Ex: Girl**s** swim. A girl swim**s**.
* Fluently add and subtract math problems equaling 0-20 using mental math (3 seconds per problem).
* Fluently add and subtract numbers to 100 fluently using words, pictures, and numbers to explain.
* Add and subtract numbers to 1000 using models (blocks, drawings, etc)
* Understand that three digits in a number represents groups of **Hundreds, Tens, & Ones.**
* Use addition to find the total number of objects in an array (rows & columns)

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).